

# Appendix A

## Checklist & Timeline

Fill in this checklist and timeline as you develop your EE project. For additional information on a particular step, refer to the appropriate chapter in this guide.

### 1. How does your project fit into your program office's EE goals & mission? (Chapter 1)

- \_\_\_/\_\_\_/\_\_\_
- Consult with your program's communications/outreach contact to discuss your project and how it connects with your program office's EE goals and mission.

### 2. Project Planning (Chapter 2)

- \_\_\_/\_\_\_/\_\_\_
- Conduct a needs assessment.  
Involve key individuals within and outside EPA. *Who can offer you support and input?*
    - ◆ Your office's outreach/communications contact
    - ◆ Regional OW contacts & EE coordinators
    - ◆ Representatives from your target audience
    - ◆ Representatives from outside agencies & organizations
    - ◆ EPA's Office of Environmental Education
    - ◆ EPA's Office of Communications, Education, Media Relations
- \_\_\_/\_\_\_/\_\_\_
- \_\_\_/\_\_\_/\_\_\_
- Identify and analyze your target audience. *Who are you trying to reach?*  
Survey other related projects. *What other projects are out there?*
- \_\_\_/\_\_\_/\_\_\_
- Define your project.  
Set out goals and objectives.  
Set up evaluation criteria.
- \_\_\_/\_\_\_/\_\_\_
- \_\_\_/\_\_\_/\_\_\_
- Begin EPA's product review, if applicable.  
Obtain an EPA publication number.  
Submit a concept notification (online).
- \_\_\_/\_\_\_/\_\_\_
- Create a time line for your project  
Lay out sufficient time for each stage of your project

### 3. Project Development (Chapter 3)

- \_\_\_/\_\_\_/\_\_\_
- Determine best vehicle for your project (in-house, contractor, interagency agreement, grant, or cooperative agreement).
- \_\_\_/\_\_\_/\_\_\_
- \_\_\_/\_\_\_/\_\_\_
- Design an effective project.
    - ◆ Assemble a development team.
    - ◆ Create and express your message clearly.  
-Use the guide, EE Materials: Guidelines for Excellence.
    - ◆ Determine delivery media (publication, video, workshop, etc.) & distribution mechanisms.
    - ◆ If necessary, consult with the printing office or appropriate production facility.
    - ◆ Develop a budget.
- \_\_\_/\_\_\_/\_\_\_
- \_\_\_/\_\_\_/\_\_\_

### 3. Project Development (continued)

\_\_\_/\_\_\_/\_\_\_  
\_\_\_/\_\_\_/\_\_\_  
\_\_\_/\_\_\_/\_\_\_  
\_\_\_/\_\_\_/\_\_\_

- ◆ Incorporate quality materials.
  - ◆ Link to additional information and contacts.
  - ◆ Continue project evaluation.
  - ◆ Submit a final draft for OCEMR final review (online), if applicable.
- Refer to the Environmental Education guidelines publication: [EE Materials: Guidelines for Excellence](#).

### 4. Project Delivery (Chapter 4)

\_\_\_/\_\_\_/\_\_\_  
\_\_\_/\_\_\_/\_\_\_

- Get your project out to the target audience. *Get it out!*
- Encourage instructors/audience to use your project. *Get it used!*

### 5. Project Evaluation (Chapter 5)

\_\_\_/\_\_\_/\_\_\_

- Stage 1: During project planning & development

-Project planning:

- ◆ Set measurable goals, objectives, and evaluation criteria to use throughout development process.

-Project development:

\_\_\_/\_\_\_/\_\_\_

- ◆ Involve individuals from within and outside EPA to provide input/feedback into the project development.

\_\_\_/\_\_\_/\_\_\_

- Stage 2: During implementation

-Collect user information:

- ◆ Keep tabs on numbers.
- ◆ Collect user satisfaction information.
- ◆ Provide assessment tools for instructors to evaluate student progress.

\_\_\_/\_\_\_/\_\_\_

- Stage 3: After implementation

-Encourage users to submit project results and include incentives:

- ◆ User achievement packages.
- ◆ Informal agreements.

\_\_\_/\_\_\_/\_\_\_

-Gather evaluation responses on project effectiveness (see OMB guidance):

- ◆ Use focus groups.
- ◆ Check in with pilot program groups.

\_\_\_/\_\_\_/\_\_\_

- Stage 4: Celebrate accomplishments & share results with others

-Share your accomplishments with other educators so that they can learn from your hard work.

- ◆ Use presentations, write-ups, workshops, etc.